

team manager guide

This resource provides an overview of the Destination ImagiNation program and provides suggestions and tools to help Team Managers navigate their teams through the season. Additional resources for Team Managers can be downloaded from the Destination ImagiNation Web site, www.IDODI.org, as well as www.ShopDI.org.

Points of Interest!

This Guide Covers Five Stages:

- Building Your Team and Understanding the Challenge
- Generating and Incubating Ideas / Research / Inquiry
- Focusing / Preparing for Action / Putting it all Together
- Ready, Set, Go! Preparing for Your Tournament
- Celebrate!

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The Destination ImagiNation program encompasses a wide variety of tools, techniques and methodologies. The *Team Program Materials* often include support materials from Destination Imagination, Inc. publications such as *The Problem Solvers Practical Toolbox*, *Real Teams*, *Building Creative Excellence*, and *10 years of Team Challenges*. Please refer to these publications for specific references and sources.

Welcome to Destination ImagiNation!

We are thrilled to welcome you to our family of more than 35,000 volunteers, and we thank you for taking this journey with your team.

Destination ImagiNation is a project-based after-school activity like no other. Over the course of this season, the children on your team will work to solve one of our *Team Challenges* and practice and solve any number of *Instant Challenges*. By solving Challenges, they will also gain experience in creative problem solving—a powerful process based on more than 50 years of research that can transform the way that children approach problems for the rest of their lives.

This guide is designed to help you navigate through the program. You are essentially the team's tour guide: you will facilitate, organize and position the team to gain most from its time in the program. Please remember that the process is more important than any tangible item the team may create: the journey is more important than the end result. Over the course of the season, your team may experience moments of laughter, struggle, brilliance, failure and success. You will have the opportunity to share those moments with your team, but ultimately, the sum of those moments is the team's alone.

As a Team Manager, please understand that Destination ImagiNation participants must experience the program in their own way. By stepping aside and refraining from Interference, you will give your team the opportunity to take ownership of its Challenge solutions. That ownership is a vital element of the Destination ImagiNation journey. It allows participants to learn lifelong lessons through experience, which will affect each participant in an individual, memorable and meaningful way.

We are grateful for the time and effort that you are volunteering, and the children on your team will be forever thankful for to you for being a part of their lives.

Destination ImagiNation (DI) Cheat Sheet

Who

DI features teams of up to 7 participants each. Our participants range in age from Kindergarteners through University-level students. Each team needs an adult Team Manager.

What

Teams develop solutions to DI *Team Challenges* and *Instant Challenges*. They present their solutions at Tournaments.

When

Each season takes place from September through May. Teams typically spend three months developing their *Team Challenge* solutions and practicing *Instant Challenges*.

Where

Teams practice wherever they can find space, so they practice in living rooms, garages, classrooms and similar locations! Tournaments typically take place in local schools.

Why

Teams participate to have fun and meet new friends! Additionally, teams also learn and experience creative problem solving.

How

You can use this guide to navigate the program, and should you need any help, you can contact DI headquarters at AskDI@dihq.org or 856.881.1603.

Educational Goals of the Program

Destination ImagiNation is an educational program in which student teams solve open-ended Challenges and present their solutions at Tournaments. Teams are tested to think on their feet, work together and devise original solutions that satisfy the requirements of the Challenges. Participants gain more than just basic knowledge and skills—they learn to unleash their imaginations and take unique approaches to problem solving.

GOALS

- Foster creative and critical thinking.
- Learn and apply creative problem solving methods and tools.
- Develop teamwork, collaboration, and leadership skills.
- Nurture research and inquiry skills, involving both creative exploration and attention to detail.
- Enhance and apply written and verbal communication and presentation skills (both impromptu and sustained).
- Promote the recognition, use, and development of many and varied strengths and talents.
- Encourage competence in, enthusiasm for, and commitment to real-life problem solving.

METHODS

- Young people of similar age work on teams of up to 7 members over an 8-12 week period.
- Experiential Education is employed to effectively engage participants in learning.
- No Interference is allowed from anyone outside of the team.
- Adult Team Managers act as facilitators to a team.
- Experienced trainers in all Affiliates provide Team Manager training.
- Problem solving skills are cultivated by using tools.
- Open-ended *Team* and *Instant Challenges* appreciate creativity.
- Individual and team strengths are promoted by *Side Trips*, based on Multiple Intelligence Theory.
- *Instant Challenges* engage participants in rapid-fire critical thinking.
- *Team Challenges* engage participants in sustained problem solving.

ASSESSMENT

- Tournaments are a celebration of what the team has accomplished and the process learned.
- Solutions are evaluated, and Reward Points are a component of *Team* and *Instant Challenges*.
- Appraisers are trained to reward the process that the team has experienced.
- *Tournament Data Forms* provide opportunity for teams to culminate their experience.
- Special Awards are given for exceptional creativity, teamwork and innovation.
- At the end of the Destination ImagiNation season, teams have an active reflection time.

A Few Things Before You Begin

What is creative problem solving?

Creative problem solving is a process of approaching problems openly to produce effective solutions. It consists of both creative and critical thinking.

Creative thinking involves generating multiple ideas, imagining unusual possibilities, making meaningful connections and elaborating upon options. Creative thinking occurs when teams encounter problems that require them to generate options and ideas as they search for solutions. When generating ideas, team members need to think of many varied ideas, and they should record and accept all suggestions and look for unusual possibilities. Teams should also look at how they might combine some of the generated ideas.

Critical thinking is focusing, analyzing, evaluating and judging in order to make effective decisions. Critical thinking occurs after teams have generated lots of ideas and they need to begin to sort through the ideas and decide which ones merit a closer look. Focusing and evaluation is the critical-thinking phase of the process, and it involves deciding, implementing and testing solutions.

Using idea-generating tools followed by idea-focusing tools will keep a team moving toward a final solution, instead of wandering from idea to idea. As the team creates solutions to Challenges, this process will take place over and over again. It is helpful, therefore, to teach the team some tools to aid them along the way. These tools will be applicable in a wide range of situations: they can last a lifetime for both you and the team.

Generating Ideas

There are four goals for which your team should strive when it is generating ideas:

- **Fluency** is the ability to generate a number of options, or generate as many options as possible. This is the most important ability Destination ImagiNation teams can learn when idea generating.
- **Flexibility** is the ability to generate a number of options from different categories (such as materials, teamwork and performance skills), or generate options that are different from the others.
- **Originality** is the ability to generate unusual options (such as clever use of words, songs or an unusual combination of materials), or generate some unique options.
- **Elaboration** is the ability to add details to an option (such as listening to others, adding on to their ideas and using multiple materials to create costumes), or generate some detailed options.

When you utilize idea-generating tools, remember to:

1. **Defer judgment.** Nothing smothers the free flow of ideas like a sharp critical remark or harsh laughter from another person. If ideas are going to flow, it is important that there are no judgmental attitudes present that would cause a team member to become more concerned with defending ideas rather than generating them.
2. **Freewheel and accept all ideas.** It is easier to tone down an idea than to think one up. Encouraging wild or silly ideas encourages team members to be imaginative. Placing a premium on that which initially appears far out encourages team members to expand their thinking.
3. **Quantity counts.** If there is a larger number of ideas to be considered, the chance of finding a really good idea is greater.
4. **Piggyback or hitchhike on the ideas of others.** Creative people can learn to be good listeners. Most of us have built on others' ideas or been reminded of something upon hearing an idea from someone else.

Focusing Ideas

When the team has generated lots of ideas, it will need to begin to sort through them and decide which ones merit a closer look. Focusing involves examining possibilities carefully, fairly and constructively. Then teams should focus their thoughts and actions by:

- Organizing and analyzing possibilities,
- Refining and developing promising possibilities,
- Ranking or prioritizing options, and
- Choosing or deciding on certain options.

When you use idea-focusing tools, remember to:

1. **Use affirmative judgment.** Some people confuse criticism and critical thinking, but the two things are not the same. Critical thinking should be directed toward guiding beliefs and actions, not just toward attacking ideas or pointing out what's wrong with them.
2. **Be deliberate.** Critical analysis, or converging, is not just a matter of settling on an idea or course of action as a matter of whim. Knowing and using strategies helps teams keep focused on the options and goals, and also helps prevent conflict.
3. **Consider novelty.** In productive thinking, you should be concerned with ideas that are new and original—possibilities that provide new and better ways to proceed or move forward.
4. **Stay on course.** It is much easier to focus and direct your critical thinking in productive ways if the goals and objectives are clear. Test progress by asking, “Are we moving in the right direction? Are we moving closer toward where we want to be? Will these ideas help us move in a positive, constructive direction?”

Understand the Importance of the Process

Before you begin working with your team, it is very important to understand two important things about managing a Destination ImagiNation team:

1. **Destination ImagiNation is a “process” program** that fosters creative and critical thinking; encourages teamwork, collaboration, and leadership skills; teaches creative problem solving methods and tools; and honors and develops the individual interests, skills, and abilities of all participants. Sometimes Team Managers worry a lot about the Tournament and forget to see the important strides that their team members are making on their way to the Tournament.
2. **The Team Manager’s role is to act as a facilitator throughout the process.** Team Managers can encourage teams to solve their own problems by asking lots and lots of questions. For example, if a team member asks, “Why won’t this gear turn properly?” the Team Manager might answer with, “What are some reasons you can think of that could be keeping it from turning properly?”

How to Start a Team

First things first! Before you can set off with your team, you need to purchase a Team Number from Destination ImagiNation. Simply go to www.IDODI.org and click on Start a Team. You will then be given complete instructions for purchase and registration.

If you are the person responsible for registering your team, you will need to know your team members' correct names, grades or birthdates, phone numbers, etc. You should collect that information from each team member ahead of time.

There are three types of Team Number Pak:

- **1-Team Pak:** Allows one team. If your team is not part of a school or group program, you will need to get a 1-Team Pak. (The Rising Stars! 1-Team Pak is designed for early learners, who participate noncompetitively.)
- **5-Team Pak:** Allows up to five teams. If your team is part of a school or group, and there is a Coordinator for all of the teams, check with him/her to find out if your team is already registered.
- **30+Team Pak:** If it is available in your school, your team may also participate as part of a 30+Team Pak. Contact your Coordinator or DI Regional/Affiliate Director for information about this category of participation.

You will receive a unique Team Number once your team is registered. This number is very important and needs to be on all of your team's paperwork and Tournament forms. If your team is competing in more than one *Team Challenge*, you will need a different Team Number for each Challenge.

You will also need to register in your Affiliate (i.e., your state, country and/or province) and your Region. When you receive a Team Number, your Affiliate will be notified of your participation. They will contact you with information on how to register in your Affiliate and Region.

For a complete guide to registering your team, see the *Program Guide* available at www.IDODI.org.

Destination ImagiNation Season Timeline

| Stage | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 |
|-------|--|---|---|---|---|---|---|---|---|----|----|----|--|----|----|----|-------------------|
| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | 2-4 Weeks Building your Team / Understanding the Challenge | | | | 2-4 Weeks Generating and Incubating Ideas / Research / Inquiry | | | | 2-4 Weeks Focusing / Preparing for Action / Putting It All Together | | | | 2-4 Weeks Ready, Set, Go! Preparing for your Tournament | | | | CELEBRATE! |

Team Challenges take approximately eight to twelve weeks to solve. Your team may need more or less time, depending on the team and the complexity of the solution it decides to create.

Your team will go through five "process stages" as it works its way through the Challenge and competes at the Tournament. On the following pages you will find the basic sequence of the stages, the goals on which to focus, and the approximate amount of time the team will be in each stage. Each stage will also suggest several goals for you and your team to accomplish.

Keep in mind problem solving is a messy and somewhat unpredictable business! Stages may overlap, sometimes a team may return to an earlier stage, and often, stages will transition without a clear end to one and start of another. As long as the team is generally moving toward the solution, everything will be all right!

Stage 1: Building Your Team and Understanding the Challenge

Length of this Stage: Approximately 2-4 weeks

Team Time: Approximately 1-2 hours per week

Goal 1: Get to Know Each Other

Team Building

The first team sessions are very important for building rapport and trust between team members. Before your team begins to choose or work on its *Team Challenge*, have the team try doing some teambuilding activities. Here are some ideas for starters:

- Play games: Theater games (like pantomime, role playing or charades), word games, memory games and improvisation games can help break the ice.
- Excursions and field trips: Visit resource locations such as museums, hardware stores, craft and fabric stores, or maybe go out to a restaurant for a meal.
- Create a team identity: Have the team create a poster, a team logo, hat, tie, pin, or T-shirt.

Tip: Learn the characteristics of successful teams. Consider purchasing *Real Teams*, a book written especially for Destination ImagiNation teams by Jay Cone. This book is available at www.ShopDI.org.

Have the Team Set Ground Rules

As team members begin to work together, it is often a good experience to ask them to create guidelines for their behavior. Ask the team to create a "Team Bill of Rights" to set the ground rules for all future interaction. Post the rules on the wall and encourage the team members to refer to them as necessary.

Side Trip Specialties Inventory

The *Side Trip Specialties Inventory* can give your team an invaluable view of the scope of everyone's talent and interests. (And later, when your team begins work on the *Team Challenge*, the team members will have a greater understanding of what to emphasize in their *Side Trips*.) The *Side Trip Specialties Inventory* is a four-part process.

Part One: Individual Specialties Inventory

If you have ever wondered what special skills, talents, and strengths you and your teammates possess, this questionnaire might help you find out! There are three steps to this process:

1. Fill in the Individual Specialties Inventory (provided on page 9).
2. Add up your score on the Individual Specialties Tally sheet (page 10).
3. Combine the scores of all team members on the Team Specialties Tally sheet (page 11) and find out what kinds of specialties your team possesses. (Your team can later use that information to help decide on *Side Trips*.)

A copy of the Individual Specialties Inventory form should be provided to each team member to fill out independently. Have each team member read the statements and rate each one using the scale below as to how it applies to him or her!

Part One: Individual Specialties Inventory

Scale: 0 – Not applicable 1 – Rarely 2 – Occasionally 3 – Frequently 4 – Usually 5 – Almost Always

| # | STATEMENTS | SCALE | # |
|----|---|-------------|----|
| 1 | I like to make up puns, rhymes and jokes. | 0 1 2 3 4 5 | 1 |
| 2 | When given the opportunity, I love to play brainteaser games that require logical thinking. | 0 1 2 3 4 5 | 2 |
| 3 | Whenever I can, I listen to music on the radio or on an mp3 player. | 0 1 2 3 4 5 | 3 |
| 4 | I work best when I can get up and move around. | 0 1 2 3 4 5 | 4 |
| 5 | I love to do mazes, hidden object and jigsaw puzzles. | 0 1 2 3 4 5 | 5 |
| 6 | I'm the kind of person who people come to with problems and to discuss important issues. | 0 1 2 3 4 5 | 6 |
| 7 | I write in a journal or diary to record things that I think and care about. | 0 1 2 3 4 5 | 7 |
| 8 | I love to be outdoors whenever I can. | 0 1 2 3 4 5 | 8 |
| 9 | In my artwork, I use lots of patterns using colors and shapes. | 0 1 2 3 4 5 | 9 |
| 10 | I like to get involved, so I join groups or clubs. | 0 1 2 3 4 5 | 10 |
| 11 | I like finding just the right word when I write. | 0 1 2 3 4 5 | 11 |
| 12 | I would like to study about how different people have used certain plants for medicine. | 0 1 2 3 4 5 | 12 |
| 13 | I like sports and most physical activities. | 0 1 2 3 4 5 | 13 |
| 14 | I remember most TV jingles and can recall songs after only hearing them once or twice. | 0 1 2 3 4 5 | 14 |
| 15 | Before I begin a project, I have figured out a step-by-step procedure for myself. | 0 1 2 3 4 5 | 15 |
| 16 | I love spending time alone pursuing some personal hobbies and interests. | 0 1 2 3 4 5 | 16 |
| 17 | When I give directions, I draw a picture to explain it better. | 0 1 2 3 4 5 | 17 |
| 18 | I have strong opinions and tend not to follow the crowd. | 0 1 2 3 4 5 | 18 |
| 19 | Math and science are my favorite subjects in school. | 0 1 2 3 4 5 | 19 |
| 20 | I find the reading and writing part of school easier than the math and science parts. | 0 1 2 3 4 5 | 20 |
| 21 | I love to help others learn new skills. | 0 1 2 3 4 5 | 21 |
| 22 | I would have lots of pets, if my parents would let me! | 0 1 2 3 4 5 | 22 |
| 23 | When I do a presentation, I always include music. | 0 1 2 3 4 5 | 23 |
| 24 | I enjoy doing things with my hands such as model building, crafts, art, or carpentry. | 0 1 2 3 4 5 | 24 |

Part Two: Individual Specialties Tally Sheet

Print a copy of this sheet for each team member. Have each team member write his or her score for each statement to the chart below, and add the scores as grouped. The sums can help team members determine their individual specialties. The highest totals most likely indicate the areas of their greatest interests or strengths. These results may also indicate the ways in which they best learn!

A. Interpersonal

$$\frac{\quad}{\#6} + \frac{\quad}{\#10} + \frac{\quad}{\#21} = \underline{\quad}$$

B. Intrapersonal

$$\frac{\quad}{\#7} + \frac{\quad}{\#16} + \frac{\quad}{\#18} = \underline{\quad}$$

C. Logic and Mathematics

$$\frac{\quad}{\#2} + \frac{\quad}{\#15} + \frac{\quad}{\#19} = \underline{\quad}$$

D. Musical

$$\frac{\quad}{\#3} + \frac{\quad}{\#14} + \frac{\quad}{\#23} = \underline{\quad}$$

E. Nature and Environment

$$\frac{\quad}{\#8} + \frac{\quad}{\#12} + \frac{\quad}{\#22} = \underline{\quad}$$

F. Physical Movement

$$\frac{\quad}{\#4} + \frac{\quad}{\#13} + \frac{\quad}{\#24} = \underline{\quad}$$

G. Words and Language

$$\frac{\quad}{\#1} + \frac{\quad}{\#11} + \frac{\quad}{\#20} = \underline{\quad}$$

H. Visual and Spatial

$$\frac{\quad}{\#5} + \frac{\quad}{\#9} + \frac{\quad}{\#17} = \underline{\quad}$$

Part Three: Team Specialties Tally Sheet

To determine the strengths of your team, add the total of each team member in each of the eight areas. The team's highest scoring categories should indicate your team's areas of specialty.

| Team Member | A | B | C | D | E | F | G | H |
|--------------|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |
| TOTAL | | | | | | | | |

A. Interpersonal = _____

B. Intrapersonal = _____

C. Logic and Mathematics = _____

D. Musical = _____

E. Nature and Environment = _____

F. Physical Movement = _____

G. Words and Language = _____

H. Visual and Spatial = _____

What if there are many clear-cut specialties indicated?

It can happen that a team's areas of strength are spread evenly across the entire list of specialties. For example, there may be approximately equal scores in the areas of Logic and Mathematics, Music, and Physical Movement. This means the team has several areas of specialty. In that case, the team has even more options for its *Side Trip* creations!

What if the team only seems to have one clear-cut specialty?

This does not mean that the team members do not have many and diverse areas of strength, but rather, that many team members lean toward a specific type of interest or skill area.

In that case, the team should look closely at some of the individual team member's specialties and see if there are any areas that are clear specialties for one or more team members, and generate *Side Trip* options from those areas of specialties.

Tip: Teams do not have to base their *Side Trips* on the specialties indicated in this Inventory. Teams may choose to create *Side Trips* from any area of specialty they choose.

Part Four: Side Trip Specialties Chart

The team can use the chart below for some samples of specialties and ways the team can show them off. These are just some ideas. Teams are not limited to these options.

| Specialty | Some Side Trip Ideas |
|---|--|
| For team members who are interested in: | Some ways to showcase this might include: |
| Interpersonal Working in groups; communicating; socializing; caring for others; showing concern; cooperation; etc. | Demonstration of teamwork well beyond what is necessary to solve the Challenge; group harmony; teamwork in manipulation of props; group communication system; extreme collaboration; cooperative project; etc. |
| Intrapersonal Exploring their feelings; knowing or understanding themselves and why they do the things they do; understanding their place in the universe; self-awareness; autobiographies; etc. | Developing one or more characters who explore their feelings/thinking/moods/emotions, or assess themselves; writing poetry or music that expresses deep feelings or emotions; etc. |
| Logic and Mathematics Logic, mathematics; principles of physics; analyzing, comparing and contrasting; identifying patterns; deciphering codes; reasoning; collecting data; etc. | Use of patterns such as tessellations, codes, mazes, puzzles; use of surveys, tabulations, graphs in Performance; use of mathematical principles such as fractions or multiplication; application of principles of physics (machines, technology); use of data, formulas, calculations; etc. |
| Musical Singing; playing instruments; listening to music; composing music; music appreciation; etc. | Composing original music; singing and/or harmonizing; creating instruments; playing instruments; use of rhythm and/or percussion; creating vocal sounds or tones, etc. |
| Nature and Environment Understanding and learning about the natural world; categorizing plants, rocks, animals, etc.; ecology and/or wildlife studies; learning about atmosphere, weather, and/or constellations; etc. | Use of ecological issues in Performance; depiction of authentic natural environment, animals, insects, plants, natural habitats, constellations; use of natural resources in Challenge solution; depiction of natural phenomena; etc. |
| Physical Movement Dancing; physical exercise; acting; working with their hands; martial arts; sports; games involving physical ability; hands on learning; manipulating puppets; etc. | An original dance; physical or gymnastic demonstration; acting out roles; pantomime; use of dramatic bodily movement; construction and/or manipulation of props; etc. |
| Visual and Spatial Creating visual art; designing; creating pictures, illustrations, drawings, maps; inventing; sculpting; building models; working with color schemes; construction; engineering; creating gadgets; etc. | Sculptures, paintings, posters, mosaics, or other physical works of art; set, scenery, and/or costume design; creating unique and innovative props; creative use of color; innovative uses for ordinary materials; technical design; construction; etc. |
| Words and Language: Working with words, both written and spoken; creative writing; poetry; dramatic readings; debating; telling jokes and stories; playing word games and solving word puzzles; reading and writing plays; etc. | Use of puns, rhymes, poems; use of imagery and colorful words; creating unique and memorable characters; writing and reporting news stories; broadcasts; use of accents; storytelling; presenting a debate on an issue; use of humor; script writing; etc. |

Goal 2: Learn the Basics

The Program Scoring Structure

Here is a quick look at what your teams will need to do:

- Solve the *Team Challenge*. The *Team Challenge* is worth a total of 300 points and has two parts: The *Central Challenge* and *Side Trips*. (Except for the Improvisational Challenge, which doesn't require *Side Trips*.)
 - *Central Challenge*: This is a project with a number of requirements that will take your team 8-12 weeks to solve. You will find that your team will spend the majority of its meeting time working on the *Central Challenge*.
 - *Side Trips*: *Side Trips* allow teams to create two elements that were not required in the *Central Challenge* and integrate them into their Presentations. These elements should showcase your team's specialties – their unique abilities, interests, skills and/or talents. Teams may create anything they wish for their *Side Trips*. (Again, there are no *Side Trips* required in the Improvisational Challenge.)
- Solve an *Instant Challenge*. An *Instant Challenge* is a Challenge teams are asked to solve in a very short period of time at the Tournament without knowing ahead of time what that Challenge will be. It is worth 100 points.

Tip: A more detailed breakdown of the program can be found in the *Rules of the Road*.

Team Challenges

Your team will most likely spend the majority of its time developing and focusing its *Team Challenge* solution. There are seven types of *Team Challenge*: Technical, Scientific, Fine Arts, Improvisational, Structural, Service-Learning and Noncompetitive (for early learners).

The *Team Challenges* are printed within these *Team Program Materials*. In the early portion of the process, your team should begin reviewing the *Team Challenges* to learn more about each one. Ask your team to discuss the different aspects of each *Team Challenge*, and have the team start thinking about choosing a *Team Challenge* to solve.

Instant Challenges

The *Instant Challenge* accounts for one-fourth of your team's Tournament score, so your team should pay attention to it! There are three types of *Instant Challenge*: Performance-based, Task-based and a combination of the two. Because your team has no guarantee which type of *Instant Challenge* it will be asked to solve at the Tournament, your team should practice all three types.

We suggest that you practice *Instant Challenges* with your team at every team meeting. A set of *Instant Challenges* is included with your Team Program Materials, and additional sets can be purchased from DI at www.ShopDI.org.

Rules of the Road

The *Rules of the Road*, which appears in these *Team Program Materials*, is a detailed document outlining the guidelines, expectations and special information about the Destination ImagiNation program. It is important to read the *Rules of the Road* before your team begins working, and your team should revisit the *Rules of the Road* regularly.

Tip: We recommend your team choose one or more "Rules Managers." The Rules Managers will be responsible for making sure Challenge solutions adhere to program rules.

Interference

Your *Team Challenge* solution is owned and operated by your team! Only team members may contribute ideas and create the *Central Challenge* and *Side Trip* solutions. That means that parents, Team Managers, teachers, friends and anyone other than team members cannot contribute to the *Team Challenge*. Help from non-team members, including your Team Managers, is called “Interference.” Make sure you, your team members and their parents all go over the *Declaration of Independence* and sign the contract.

Tip: Read the *Rules of the Road* for more information about Interference and the Interference Triangle.

The Destination ImagiNation *Declaration of Independence*

Team and Team Manager

1. Show and read the Destination ImagiNation *Declaration of Independence* form among yourselves, and then with team members’ parents
2. Read and discuss the pages in the *Rules of the Road* about Interference among yourselves, and then with team members’ parents.
3. Next, try these activities to comprehend DI’s intent and its philosophy of independence for its participants.

Team

- Honor your pledge and the trust of your fellow team members by not asking anyone other than a fellow team member for ideas or help with your solution.
- Honor your promise by finding a polite way to tell people who are not on your team that they cannot help with your solution.
- Ask to be taught skills, not a solution.
- Be proud to be independent. Be proud to keep your promise.

Team Manager

- Honor the pledge of your team members by not willfully infringing with ideas or help with the team’s solution.
- Educate team members’ parents and any other adult or team friend about the team’s independence and the right of the team to “do DI” on its own.
- Teach or find someone to teach skills, not the solution.
- Be proud that your team is independent. Be proud to keep your and their promise.

Parents and Other Adults

- Honor the pledge of your team members by not willfully infringing with ideas or help with the team’s solution.
- Teach or find someone to teach skills, not the solution.
- Be proud that the team is independent. Be proud that the team members are learning life skills that will enrich them and serve them throughout their lives.

Tip: A copy of the Interference Contract is on the next page. You should have each team member return with a filled-out copy for your records. You will have to bring two copies of the *Declaration of Independence* form (which you can find at the end of the *Rules of the Road*) to participate in a Tournament.

Tool: Interference Contract

Team member: I understand Interference as follows:

1. Our team owns every bit of our *Team Challenge* solution.
2. Every idea for every part of the solution must come from the members of our team. This means our parents, friends, teachers and Team Manager must keep their ideas to themselves.
3. If we use other people's ideas or allow others to build any part of our solution, it's no longer our solution. When someone offers to help us or works on our solution in any way, we will say, "No thanks! We can do it ourselves!"
4. If we get stuck and can't figure out how to solve a problem that arises, we will generate ideas and come up with another way to do it.
5. When we finish our solution, we can proudly sign the *Declaration of Independence* and know that the entire solution is ours.

Team Member Signature: _____

Team Manager(s): I understand Interference as follows:

1. My team owns every bit of its *Team Challenge* solution. I can facilitate their understanding of the Challenge and rules, as well as help them to learn skills, but I must keep my ideas to myself and my hands off the team's solution.
2. Every idea for every part of the solution must come from the members of my team. They can figure it out for themselves even if it means that sometimes they will have to change their plans and do something another way. My job is to facilitate this process.
3. At the team's request, I may acquire specifically requested materials for team use. At no time may I ever choose materials for the team without the team's input, and I may never select materials or take actions or ask questions with the idea of leading the team to a solution.
4. When my team does not know how to go about researching and/or acquiring information and materials, my role is to teach them the skills they will use to become independent learners for a lifetime. In other words, I may provide the team with multiple resources, but I may not select or lead it to any aspect of its solution.
5. When my team is ready to turn its ideas into reality, I will stand by and manage—not direct, not coach. That means I may facilitate discussions and/or disagreements, help my team manage its time to meet its deadlines, make sure team members are working in a safe manner, acquire items requested by the team, and most important, ensure that each individual on the team is valued by the others.
6. When my team finishes its solution, I can proudly sign the Team Manager's line on the Declaration of Independence and know that the solution is the team's alone.

Team Manager Signature: _____

Team Manager Signature: _____

Team Parent(s)/Guardian(s): I/We understand Interference as follows:

1. My child's team owns every bit of its Challenge solution. I must keep my ideas to myself and my hands off the team's solution.
2. Every idea for every part of the solution must come from the members of the team. They must figure it out for themselves. That means that sometimes they will do things in a way that will take longer and/or might not be the most efficient or best way (in my opinion). I understand that this is a normal part of the process, and I will not interfere.
3. When my son's/daughter's team finishes its solution, I will be proud that the team members worked so hard and completed the project with their own hands and minds. I will be proud to say that they did it all by themselves!

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

2010 September

| | |
|---|----|
| M | 30 |
| T | 31 |
| W | 1 |
| T | 2 |
| F | 3 |
| S | 4 |
| S | 5 |

| | | |
|---|----|-----------|
| M | 6 | Labor Day |
| T | 7 | |
| W | 8 | |
| T | 9 | |
| F | 10 | |
| S | 11 | |
| S | 12 | |

| | |
|---|----|
| M | 13 |
| T | 14 |
| W | 15 |
| T | 16 |
| F | 17 |
| S | 18 |
| S | 19 |

| | |
|---|----|
| M | 20 |
| T | 21 |
| W | 22 |
| T | 23 |
| F | 24 |
| S | 25 |
| S | 26 |

| | |
|---|----|
| M | 27 |
| T | 28 |
| W | 29 |
| T | 30 |

October

| | |
|---|----|
| M | 28 |
| T | 29 |
| W | 30 |
| T | 31 |
| F | 1 |
| S | 2 |
| S | 3 |

| | |
|---|----|
| M | 4 |
| T | 5 |
| W | 6 |
| T | 7 |
| F | 8 |
| S | 9 |
| S | 10 |

| | | |
|---|----|--------------|
| M | 11 | Columbus Day |
| T | 12 | |
| W | 13 | |
| T | 14 | |
| F | 15 | |
| S | 16 | |
| S | 17 | |

| | |
|---|----|
| M | 18 |
| T | 19 |
| W | 20 |
| T | 21 |
| F | 22 |
| S | 23 |
| S | 24 |

| | |
|---|--------------|
| M | 25 |
| T | 26 |
| W | 27 |
| T | 28 |
| F | 29 |
| S | 30 |
| S | 31 Halloween |

Use this
calendar to
help your team
set interim
deadlines.

November

M **1**
 T **2**
 W **3**
 T **4**
 F **5**
 S **6**
 S **7**

M **8**
 T **9**
 W **10**
 T **11** Veterans Day
 F **12**
 S **13**
 S **14**

M **15**
 T **16**
 W **17**
 T **18**
 F **19**
 S **20**
 S **21**

M **22**
 T **23**
 W **24**
 T **25** Thanksgiving
 F **26**
 S **27**
 S **28**

M **29**
 T **30**

December

M **30**
 T **31**
 W **1**
 T **2** Hanukkah
 F **3**
 S **4**
 S **5**

M **6**
 T **7**
 W **8**
 T **9**
 F **10**
 S **11**
 S **12**

M **13**
 T **14**
 W **15**
 T **16**
 F **17**
 S **18**
 S **19**

M **20**
 T **21**
 W **22**
 T **23**
 F **24**
 S **25** Christmas Day
 S **26** First Day of Kwanzaa

M **27**
 T **28**
 W **29**
 T **30**
 F **31**

2011 January

| | |
|---|---------------------------|
| T | 30 |
| F | 31 |
| S | 1 New Year's Day |
| S | 2 |
| M | 3 |
| T | 4 |
| W | 5 |
| T | 6 |
| F | 7 |
| S | 8 |
| S | 9 |
| M | 10 |
| T | 11 |
| W | 12 |
| T | 13 |
| F | 14 |
| S | 15 |
| S | 16 |
| M | 17 Martin Luther King Day |
| T | 18 |
| W | 19 |
| T | 20 |
| F | 21 |
| S | 22 |
| S | 23 |
| M | 24 |
| T | 25 |
| W | 26 |
| T | 27 |
| F | 28 |
| S | 29 |
| S | 30 |
| M | 31 |

February

| | |
|---|--------------------|
| M | 31 |
| T | 1 |
| W | 2 |
| T | 3 |
| F | 4 |
| S | 5 |
| S | 6 |
| M | 7 |
| T | 8 |
| W | 9 |
| T | 10 |
| F | 11 |
| S | 12 |
| S | 13 |
| M | 14 Valentine's Day |
| T | 15 |
| W | 16 |
| T | 17 |
| F | 18 |
| S | 19 |
| S | 20 |
| M | 21 President's Day |
| T | 22 |
| W | 23 |
| T | 24 |
| F | 25 |
| S | 26 |
| S | 27 |
| M | 28 |

March

M **28**
 T **1**
 W **2**
 T **3**
 F **4**
 S **5**
 S **6**

M **7**
 T **8**
 W **9**
 T **10**
 F **11**
 S **12**
 S **13**

M **14**
 T **15**
 W **16**
 T **17** St. Patrick's Day
 F **18**
 S **19**
 S **20**

M **21**
 T **22**
 W **23**
 T **24**
 F **25**
 S **26**
 S **27**

M **28**
 T **29**
 W **30**
 T **31**

April

M **28**
 T **29**
 W **30**
 T **31**
 F **1**
 S **2**
 S **3**

M **4**
 T **5**
 W **6**
 T **7**
 F **8**
 S **9**
 S **10**

M **11**
 T **12**
 W **13**
 T **14**
 F **15**
 S **16**
 S **17**

M **18**
 T **19** Passover
 W **20**
 T **21**
 F **22**
 S **23**
 S **24** Easter Sunday

M **25**
 T **26**
 W **27**
 T **28**
 F **29**
 S **30**

May

F **29**
 S **30**
 S **1**

M **2**
 T **3**
 W **4**
 T **5**
 F **6**
 S **7**
 S **8** Mother's Day

M **9**
 T **10**
 W **11**
 T **12**
 F **13**
 S **14**
 S **15**

M **16**
 T **17**
 W **18**
 T **19**
 F **20**
 S **21**
 S **22**

M **23**
 T **24**
 W **25**
 T **26**
 F **27**
 S **28**
 S **29**

M **30** Memorial Day
 T **31**

Goal 3: Help Your Team Get Started

Plan Meetings

No matter how old, young, experienced or inexperienced your team is, you can help by having a plan or agenda for each meeting. Let your team take the lead as appropriate.

As a rule of thumb, team meetings at the beginning of the problem solving process should be planned to last between one and two hours. Young teams might not last the entire time, so plan accordingly. As your team nears Tournament time, expect that meetings may need to last longer.

Every meeting should include some practice with *Instant Challenges*, some time spent on the *Team Challenge*, and something that is just for fun. Try writing out a list of things your team will do at the meeting, and post the list on the wall. We recommend the following headers:

- Date
- Warm-Up/Teambuilding Activity
- *Team Challenge* Tasks
- *Instant Challenge(s)*
- Just for Fun

Tip: Don't Forget the Fun Factor! If you ask a team member why s/he joined a Destination ImagiNation team, the answer you will most often hear is, "Because it's fun!" When deadlines are missed and your team's solution is not progressing the way you think it should, it is easy to forget to have fun. Try to keep everything in perspective, and make time for fun and celebration at every meeting.

Help your team set interim deadlines. Start and end each meeting with a "Checkpoint" to see how they are doing, and adjust the deadlines when necessary. To help you plan your time most efficiently, note the following information on the calendar on the previous page:

- Holidays and vacations
- Important events involving one or more team members: plays, concerts, sporting events, etc.
- Tournament Date(s): Regional, Affiliate and Global Finals
- Other events that may impact the team's work schedule

Stage 2: Generating and Incubating Ideas/Research/Inquiry

Length of this Stage: Approximately 2-4 weeks

Team Time: Approximately 3 hours per week

Goal 1: Work on the Team Challenge

Examine the Team Challenge

It is important for your team to understand the *Team Challenge* as thoroughly as possible. We recommend that each team member have a copy of the Challenge, and we suggest that the team discuss the Challenge together regularly. One technique that has worked well for many teams is restating portions of the *Team Challenge*. It often helps teams to reword sections of the Challenge to better understand what the Challenge requires. Teams should also take notes to make sure all team members are on the same page.

Idea Generation

Your team needs to learn to generate as many options as possible when trying to devise a solution to a Challenge. We have included a few idea generation tools for your team to use.

Tip: Turn to page 5 of this guide to refresh yourself on the rules of generating ideas.

Idea Generating Tool: ABC Brainstorming

ABC Brainstorming is a tool that emphasizes producing a large number of ideas, a variety of ideas, and ideas that are original or unusual. On a blackboard, whiteboard or a large piece of chart paper, make a grid so that everyone can generate ideas that start with different letters of the alphabet. Write your ideas in the grid.

| Letter | Ideas | Letter | Ideas |
|--------|-------|--------|-------|
| A | | N | |
| B | | O | |
| C | | P | |
| D | | Q | |
| E | | R | |
| F | | S | |
| G | | T | |
| H | | U | |
| I | | V | |
| J | | W | |
| K | | X | |
| L | | Y | |
| M | | Z | |

Idea Generating Tool: Mix and Match Matrix

The Mix and Match tool, sometimes called “morphological analysis,” links ideas or attributes together in a random manner to generate numerous and novel options. Using this tool, different attributes are generated in a number of columns. By randomly selecting one idea from each column, the team can create hundreds of combinations that may inspire many varied new ideas to research and explore.

To start, get ten slips of paper and number them sequentially from 1 to 10. To use the tool, draw a graph with six columns. The first column lists numbers from 1 to 10. The heading for each of the remaining five columns should be labeled with different categories for which the team wants to generate possibilities. For example, if the team wants to generate ideas for possible props, it could list the categories of “Prop,” “Sound,” “Visual,” “Material,” “Price” and “Size” as column headings. The team then will generate ten options for each category. After the columns are filled in, randomly choose one number for each category from the number slips and combine those choices to make a new idea. Repeat as necessary.

Mix and Match Matrix

| | | | | | |
|-----|--|--|--|--|--|
| | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |

Research and Inquiry

After your team has generated as many ideas as possible, the team should perform research and observation to learn more about each generated option. We've provided the following strategy tools to help.

Tip: Remember the Destination ImagiNation Interference policy! It is important to allow the team the freedom to explore ideas alone. Your job is to facilitate the process and help the team members learn skills they may need to complete their solution.

Strategy Tool: K-W-L Chart

As team members begin to research ideas, they can use the K-W-L Chart as a graphic organizer to help organize their efforts. First, they list all the information known under the K (Know) column. Next, they list all the questions they have under the W (Want to Know) column. As they gain information and learn new things, they should list those facts in the L (Learned) column.

K-W-L

| Know | Want to Know | Learned |
|------|--------------|---------|
| | | |

Strategy Tool: What – Who – When – How (WWW.H)

In order to be more efficient when researching, the team can transfer items in the W column from the K-W-L Chart to the "What" column of this strategy tool. Team members then volunteer to research and learn about each item listed. The team member who volunteers for each "What" is listed in the "Who" column next to the item, and commits to a time when the research will be finished. All the team members then suggest ways to conduct the research in the "How" column.

| What | Who | When | How |
|------|-----|------|-----|
| | | | |
| | | | |
| | | | |

Goal 2: Continue Learning the Program

Instant Challenges

Remember to continue practicing *Instant Challenges*! Additional sets of *Instant Challenges* are available on www.ShopDI.org.

Learn About Clarifications

Team Clarifications

If your team doesn't understand a section of the Challenge, or if it finds a section particularly unclear, a team member can ask for a Team Clarification. To ask for a Team Clarification:

1. Visit the Destination ImagiNation Web site at www.DestinationImagiNation.org.
2. Scroll your mouse over the "Team Support" tab, and then click "Clarifications" in the scroll down menu.
3. Choose your *Team Challenge* in the menu on the left.
4. Scroll down to the "Asking for a Team Clarification" section and follow the instructions.

All Team Clarifications are confidential between the team and Challenge Masters. The team's ideas will not be shared with any other team.

Published Clarifications

If Challenge Masters find an issue with the *Team Challenge* that affects all teams, they will post a *Published Clarification*. These are also posted in the "Clarifications" section of the Destination ImagiNation Web site.

Your team needs to be aware of *Published Clarifications*. They supersede the *Rules of the Road*, the *Team Challenge* and any Team Clarifications. So keep checking for *Published Clarifications*!

Tip: Read the *Rules of the Road* for more information about Clarifications.

"If it doesn't say you can't, then you can"...

This is a cornerstone understanding of participants of the Destination ImagiNation program. Your team is encouraged to consider every option for solving Challenges. But keep this in mind: if it says you "must" perform specific requirements, then those requirements have to be met.

Note: Every *Team Challenge* contains a "Roadmap for Success" section that details how teams should approach the Challenge.

Check Your Calendar

Go over your calendar with your team. Is your team hitting its deadlines? Is there a particular task that needs to be accomplished? Do any deadlines need to be pushed back? Does the calendar need to be adjusted in any way?

Stage 3: Focusing/Preparing for Action/ Putting It All Together

Length of this Stage: Approximately 2-4 weeks

Team Time: Approximately 3-4 hours per week (plus individual time)

Goal 1: Work on the *Team Challenge*

Idea Focusing

After your team has generated as many options as possible, your team will need to focus those ideas. We have included a few idea focusing tools for your team to use.

Tip: Turn to page 6 of this guide to refresh yourself on the rules of focusing ideas.

Idea Focusing Tool: Paired Choice Analysis

The Paired Choice Analysis tool is great to use when the team has a small number of appealing options and wants to select the most promising one. Copy the Paired Choice Analysis ranking form (on the next page) so that every team member has a copy, and follow the instructions.

Afterwards, decide the next steps. What might you do if there are two options that both rank with a high priority score?

Paired Choice Analysis Form

1. First, list your Options here:

Option A: _____

Option B: _____

Option C: _____

Option D: _____

Option E: _____

Option F: _____

Next, for each pair below, circle the option you prefer, and enter a number in the "Value" column to indicate how strongly you feel about your choice. (3=very strongly prefer, 2=moderately prefer, 1=slightly prefer)

| Option | Value | Option | Value | Option | Value | Option | Value | Option | Value |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| A/B | | A/C | | A/D | | A/E | | A/F | |
| | | B/C | | B/D | | B/E | | B/F | |
| | | | | C/D | | C/E | | C/F | |
| | | | | | | D/E | | D/F | |
| | | | | | | | | E/F | |

2. Add up each team member's option total score, and then add them all together.

Total Scores for:

Option A _____

Option B _____

Option C _____

Option D _____

Option E _____

Option F _____

3. Then rank the results! Our top choice was: Option _____

2nd choice was: _____

3rd choice was: _____

4th choice was: _____

5th choice was: _____

6th choice was: _____

Idea Focusing Tool: Choice Helper

Choice Helper is a matrix that helps the team to assess ideas according to factors the team members consider important. Choice Helper allows the team to narrow its choices and to evaluate options in an orderly manner.

1. To use the matrix, the team first lists ideas down the left side of the matrix. For example, if a team has six different options for a prop they need to make, it would list the six options on the left side of the matrix.
2. Then the team lists criteria across the top of the matrix that are important in choosing the best ideas. Using the same example, the team might decide that low cost, easily available materials, needed skills, building time and uniqueness are the criteria it will use to judge each prop.
3. The team then assigns a ranking scale with which they can assess each option for each criterion (e.g., 1=fair, 3=average, 5=great).
4. Then the team should consider each idea, one at a time. Each team member will work down each column to rank each option for the same criterion. Then they should go to the next criterion. (Doing it this way will reduce the possibility that a team member will be affected by how others ranked criteria.)
5. When each team member has ranked the options for each criterion, the points are averaged. The results can focus the team's discussion until they can come to an orderly and well-considered decision.

| Option | Criterion 1 | Criterion 2 | Criterion 3 | Criterion 4 | Criterion 5 | Average |
|--------|-------------|-------------|-------------|-------------|-------------|---------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

Experimentation and Development

Don't be afraid to make mistakes: a big part of creating successful solutions is failing along the way! Just try to learn from your mistakes and work toward creating solid solutions. As your team continues work on its *Team Challenge* solution, make sure each team member is helping in some way. Team members can create props, write scripts, build backdrops, engineer technical elements and perform any number of important tasks!

When putting together a solution, team members can continue to learn skills that will help them create unique and exciting Presentations. Many hardware stores conduct classes that teach the use of power tools as well as other useful skills, such as electrical wiring and soldering or welding. When a team has more skills, team members are able to explore many more options as the work on their Challenge solution.

Tip: Some skill-based resources, such as *No Fuss Backdrops*, are available at www.ShopDI.org.

Remember, just because the team is in a development phase does not mean that it can't revisit previous steps in the process. For example, your team can perform research and inquiry, generate additional options, or reuse focusing tools as necessary. Your team should also be active in discussing the various aspects of the solution.

Tip: Remember to reinforce Interference rules! Your team must create its own *Team Challenge* solution.

Side Trip Integration

Side Trips are opportunities for teams to highlight personal skills, and team members should look upon *Side Trips* as chances to explore things that interest them. As your team works on choosing and developing *Side Trips*, it should also consider ways to effectively integrate its *Side Trips* into its Presentation.

Side Trips are scored in three ways:

1. For "Creativity and Originality,"
2. For the "Quality, Workmanship, and/or Effort that is Evident," and
3. For the *Side Trips*' "Integration into the Presentation."

Tip: Read the *Rules of the Road* for additional information about *Side Trips*.

Goal 2: Prepare for Your Tournament

Instant Challenges

Your team should be practicing *Instant Challenges* so team members aren't caught off guard at the Tournament. Additionally, *Instant Challenges* practiced at each team meeting can teach skills that are transferable to the *Team Challenge*, such as theatrical blocking, performance skills and principles of construction. For example, many different Task-based *Instant Challenges* teach ways to hold heavy things in the air. The team can use these same principles as it constructs the set pieces and backgrounds for its *Team Challenge* solution.

Review Your Materials

First, go over your calendar with your team. Is your team on track? Is it hitting its deadlines? Is there anything that needs adjustment?

It is also important to review the *Team Challenge*, online *Published Clarifications* and the *Rules of the Road* to make sure that your team's solution follows the program guidelines. Many teams assign team members to make sure the team is on track. Consider doing the same if necessary.

Goal 3: Register for Your Tournament

Contact Your Tournament Director

As a Team Manager, it is your responsibility to register your team for competition. Each Region and Affiliate has different registration procedures, so you will need to get in touch with a Tournament Director to make sure your team is ready and scheduled for the Tournament. Your Affiliate Director can direct you to the right contact person. A full list of Affiliate Directors is available on www.IDODI.org.

Tip: The *Rules of the Road* contains more information about registering for a Tournament.

Volunteer Opportunities

Destination ImagiNation is a volunteer-driven organization, and we're looking for volunteers! Parents, friends and family can be involved with the program by volunteering for a Tournament. Talk to your Tournament Director to learn more about volunteer opportunities.

Stage 4: Ready, Set, Go!

Preparing for Your Tournament

Length of this Stage: Approximately 2-4 weeks

Team Time: As many hours as it takes to complete the solution and prepare for the Tournament (plus extended time for subgroups and individual work sessions)

Goal 1: Do Your Homework

Read the *TravelGuide for Teams*

The *TravelGuide for Teams* is a resource published annually by Destination ImagiNation, Inc. to help teams prepare for Tournaments. You can find the *TravelGuide for Teams* available for download on www.IDODI.org in January.

Fill Out Your Paperwork

You will need to make sure your team prepares and brings copies of all required forms for the Tournament. You will need the following forms:

- *Tournament Data Form* (five copies): A two-page form found at the end of your chosen *Team Challenge*.
- *Declaration of Independence* (two copies): Your Tournament will require two copies of the team version of this form. It can be found near the end of the *Rules of the Road*.
- *Expense Report* (one copy): This report verifies the cost of your *Team Challenge* solution. It can be found near the end of the *Rules of the Road*. (Note: This form is not required for the Improvisational Challenge.)

Watch Presentation Examples

Your team may benefit from watching team Presentations from past Tournaments to see how teams approach Challenges. A great resource is the DVD "*Team Challenge and Instant Challenge Tournament Performances*," which is a collection of Global Finals Presentations from every type of *Team Challenge* as well as *Instant Challenge*. You can purchase the DVD at www.ShopDI.org.

Have a Dress Rehearsal

Dress rehearsals help teams polish any rough patches in their solutions. Your team can learn how audiences respond to particular sections of the Presentation, and it can also learn where team members seem to have trouble. It is important for your team to become comfortable with the performance time, setup, audiences and live performance. You can invite parents, friends or other family members to see the show. You can even make it an event!

Tip: Remember the rules of Interference! Remind your audience that no one should provide any input into the solution. Your team's solution is the team's alone. However, your team can discuss the performance afterward to examine it in detail.

Create a Travel Toolkit

Be aware that transportation of props, backdrops, technical elements and other Presentation materials can often cause problems. Your team should work on preparing for any potential difficulties before you travel to your Tournament. For example, your team could practice disassembling and reassembling props for transport. Additionally, your team should discuss any complex elements that may cause difficulties.

Many teams create travel toolkits for Tournaments to help them solve problems on the road. They can pack replacement parts, needed tools and anything else the team may need just in case they encounter any trouble.

Instant Challenges

Remember to practice your *Instant Challenges*!

Goal 2: Inform Parents

Share Dates and Travel Information

It's important to share dates and information about Destination ImagiNation with the parents of your team members. You will want to share the Tournament schedule when you receive it from the Tournament Director, and you will also want to let parents know when and where their children need to be during the day. Inform attending parents about when they need to arrive at the Tournament and when the team will perform. Work out a travel caravan if necessary.

As a Team Manager, feel free to let parents help you in whatever ways possible. However, remind parents that they can help carry Presentation elements, but they cannot help the team prepare any elements for the Presentation.

Stage 5: Celebrate

Team Time: A few hours the week following your Tournament

Goal 1: Enforce the Process

Make sure your team takes time to discuss the process it went through this season. Team members can learn a lot from sitting down to talk.

As the Team Manager, put effort toward promoting discussion and open conversation after the Tournament. Your team should be encouraged to talk about any rough patches, successes and stressful moments. Have a team member take notes for next season.

Goal 2: Celebrate What the Team has Accomplished

Regardless of your team's placement in the Tournament, you should emphasize all the team has accomplished over the course of the season. Your team has learned a tremendous amount over the last few weeks, and team members have undoubtedly grown personally. Have a party to celebrate everything the team has accomplished.

Goal 3: Thank Your Supporters

Make sure your team takes the time to acknowledge your supporters. Destination ImagiNation is a community-based program, and teams couldn't succeed without support from family, friends and community members. Consider doing what many teams do: write thank-you notes or send cards to offer your gratitude.

